



The Montana Comprehensive Assessment System

MontCAS, Phase 2
Criterion-Referenced Test (CRT)
&
CRT-Alternate Assessment (CRT-ALT)

Test Coordinator's Manual

Spring 2007



Linda McCulloch, Superintendent
Montana Office of Public Instruction
PO Box 202501
Helena, Montana 59620-2501
www.opi.mt.gov

Important Phone Numbers

As a test coordinator representing your system, you may require more assistance. It is readily available through the offices listed below.

- For information about program administration issues contact:
Sharon Houle, Montana Program Manager
Phone (800) 431-8901, Extension 2186
Email: shoule@measuredprogress.org
OR
Nancy Hall, Montana Program Assistant
Phone (888) 792-2741
Email: nhall@measuredprogress.org
- For information about program policy issues, contact:
Judy Snow, State Assessment Director
Phone: (406) 444-3656
Email: jsnow@mt.gov
OR
Karen Richem, OPI Assessment Specialist
Phone: (406) 444-0748
Email: krichem@mt.gov
- For information about the CRT-Alternate Assessment, standard and nonstandard accommodations, contact:
Marilyn Pearson
OPI Division of Special Education
Phone: (406) 444-5661
Email: mpearson@state.mt.us
- For information about ELL/LEP, contact:
Lynn Hinch, OPI
Phone: (406) 444-3482
Email: lhinch@mt.gov
- For information about Title I, contact:
B.J. Granbery, OPI
Phone: (406) 444-4420
Email: bgranbery@mt.gov
- For information about students with Migrant status, contact:
Angela Branz-Spall, OPI
Phone: (406) 444-2423
Email: angelab@mt.gov



DATE	EVENT
January 15, 2007	Memo with passwords to access CRT-Alternate Test Booklets online mailed to System Test Coordinators
January 29, 2007	Test Coordinator Manual(s) and Pre-Administration Training CDs mailed to System Test Coordinators
February 5 – 9, 2007	CRT-Alternate test activity materials and training CD arrive to System Test Coordinators
February 5 – 9, 2007	OPI mails OPI Test Security and Accommodations Guidelines, CDs, and non disclosure forms to System Test Coordinators.
February 5, 2007	CRT-Alternate Test Booklets are posted online for System Test Coordinators to download and print for teachers administering the alternate assessment.
February 12 – March 28, 2007	CRT-Alternate Assessment testing window
February 20 – 23, 2007	CRT test materials (with CRT-Alternate student kits for returning the tests) arrive to System Test Coordinators
March 5 – 28, 2007	CRT testing window
April 2, 2007	UPS pickup of used CRT Student Response Booklets and CRT-Alternate Student Response booklets (if a pickup was not scheduled with UPS before March 28)
April 6, 2007	UPS pickup of all other test material (if a pickup was not scheduled with UPS before March 28)
June 1, 2007	Final reports and <i>iAnalyze</i> available online
June 1, 2007	Parent Reports & labels shipped to System Test Coordinators

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What's New for the 2007 CRT Administration?

1.	<p>Due to an increase in test booklet security, System Test Coordinators will not be receiving additional test booklets; however, schools will continue to receive a 5-10% test booklet overage at each grade. If additional test booklets are needed, you may order them online or through the Montana Help Desk. Additional test booklets will be shipped overnight to System Test Coordinators.</p>
2.	<p>Barcode labels containing state student identification numbers for placement on the front cover of each student's response booklet are included in the test material shipment. Measured Progress printed the student barcode labels using data received from OPI via the new AIMS program. Labels are organized alphabetically by system, school, and grade. Test administrators should place one barcode label on the front cover of each student's response booklet prior to test administration. Information on page 2 of the Student Response Booklet will be coded AFTER testing, if applicable.</p> <p>In the past, System Test Coordinators organized and submitted student demographic data to Measured Progress. For 2007, System Test Coordinators may or may not be the AIMS contact. If a test coordinator is NOT the AIMS contact, the test coordinator needs to notify the AIMS contact to obtain a state student ID number (see Appendix C, page 46, for further instructions).</p>
3.	<p>If a student <u>does not</u> have a barcode label and is enrolled in a public school, please contact the person at your school who is responsible for entering student data into the AIM system to provide you with a State Student ID number. You MUST log-on to OPI's AIMS website www.opi.mt.gov to obtain a State Student Identification (ID) number prior to testing. OPI will provide you with the new State Student ID number. Since there is no barcode label, the State Student ID which must be bubbled in the box "State Student Identification" on page 1 of the Student Response Booklet (SRB). ALL students enrolled in a public or private accredited school in Montana must have a State Student ID number before testing begins!</p> <p>NOTE: State Student ID numbers are 9-digit numbers. The State Student ID box allows coding of up to 10-digits; therefore, please bubble a leading zero (left justified) before the 9-digit State Student ID number. Only code this box if you do not have a student barcode label.</p> <p>Private schools <u>not</u> accredited by the Montana Board of Education do not have State Student Identification numbers. These schools will code the "Student Name", "School Code", "Form", "Local Student ID" (if applicable) and "Birth Date" boxes on pages 1 and all boxes in Section 3 on page 2 of the Student Response Booklets.</p>

4.	<p>Science Field Test – ALL students in grades 4, 8 & 10 will participate in the 2007 science field test during the CRT test administration window. The science assessment for each of the three grades consists of two 45-50 minute test sessions.</p>
5.	<p>Test Security Documentation - For the 2007 CRT and CRT-Alternate test administration, all personnel involved with CRT or CRT-Alternate testing materials and/or test administration need to provide documentation of training and an agreement of non-disclosures. Two forms will be provided for this documentation.</p> <p style="padding-left: 40px;"><u>Form 1:</u></p> <ul style="list-style-type: none"> ○ Nondisclosure agreements for each test coordinator and test administrator are required to be signed and submitted to the school principal before testing. The school principal will keep these on file. <p style="padding-left: 40px;"><u>Form 2:</u></p> <ul style="list-style-type: none"> ○ Nondisclosure and test administration agreements for each school principal are required to be signed and returned to Measured Progress after testing with completed answer documents for the school. Principal's forms have a barcode label for their school attached. Measured Progress will scan the barcode label to acknowledge receipt of the form. <p>Principals will receive these forms with their copy of the <i>2007 Guidelines and Procedures for Test Security</i> which will be mailed by OPI February 5-9.</p>
6.	<p>OPI Guides – OPI will mail test security and accommodations guides and accompany CDs and security documents to System Test Coordinators February 5- 9. The mailing will contain materials to distribute to schools.</p>

CHECKLIST FOR SYSTEM TEST COORDINATORS

BEFORE TESTING:

- _____ Notify schools about testing.
- _____ Receive and inventory test materials using the Material Summary form. The quantity of test materials that Measured Progress sends each school is based on enrollment information provided by schools to OPI. A 5-10% test material overage is shipped to schools to compensate for new students.
- _____ The number of test booklets and response booklets contained in the shrink-wrapped packages is indicated on the label on each shrink-wrapped package. To maintain test security, do not open the shrink-wrapped test booklet packages until the first day of testing!
- _____ Request additional test material online at <http://iServices.measuredprogress.org>. At the welcome screen, select **Montana** and click **Enter**. Select **Order Additional Material** from the left column. Follow the on-screen instructions. Call Measured Progress at 1-888-792-2741 if you should have additional questions.
- _____ Read instruction manuals for test coordinators and test administrators.
- _____ Meet with School Test Coordinators to plan training and testing schedules and to review procedures.
- _____ Distribute manuals, barcode labels, and test materials to School Test Coordinators. Save the original test material boxes for the return shipment after testing has ended.
- _____ Download, print, and distribute CRT-Alternate Test Booklets and the CRT-Alternate Administration Manual.
- _____ Distribute the CRT-Alternate Test Material Kits, Student Kits, and teacher training CD.

DURING TESTING:

- _____ Be available to answer questions from School Test Coordinators. Call Measured Progress at 1-888-792-2741 if you should have additional questions.
- _____ Be sure schools have arranged for makeup testing for students who miss all or part of the test. All test sessions—original and makeup—must be scheduled between March 5 and March 28, 2007.

AFTER TESTING:

- _____ Collect all test materials from School Test Coordinators on or before March 29, 2007.
- _____ Inventory test materials using the Material Summary form.
- _____ **Note:** CRT Student Response Booklets and CRT-Alternate student materials in envelopes labeled “For return of CRT-Alternate student test materials” are to be packaged together but returned separately from all other material. Special pre-paid, pre-labeled return shipping boxes marked “For Return of Used Answer Documents Only” must be used. These are for the return of **used** Student Response Booklets with a class ID sheet (in white envelope). The boxes identified for return of used answer documents will use UPS 2nd day air service.
- _____ Pack all other secure test materials in shipping box(es) for return to Measured Progress. Affix a UPS Return Service (RS) label to the carton(s). These boxes will be returned to Measured Progress using UPS ground service.
- _____ Scheduling a UPS pickup can be made online at <http://iServices.measuredprogress.org>.

CHECKLIST FOR SCHOOL TEST COORDINATORS

BEFORE TESTING:

- _____ Read this manual and the *Test Administrator's Manual*.
- _____ Develop training and testing schedules and review procedures with administrators including the OPI guides for test security and accommodations
- _____ Review test accommodations (standard and non-standard) with test administrators. Arrange for testing of students who require test accommodations that cannot be made in the regular classroom.
- _____ Distribute and review Nondisclosure Agreement with test administrators. Collect signed forms from test administrators before distributing test materials.
- _____ Distribute all test materials to test administrators including student barcode labels for placement on the Student Response Booklet (test booklet cover for grade 3 students).
- _____ Supply test administrators with extra #2 pencils, scrap paper, and calculators (if applicable).

DURING TESTING:

- _____ Maintain test security in all settings and locations.
- _____ Be sure that all students have comfortable and adequate workspaces.
- _____ Ensure accommodations are provided to students as appropriate.
- _____ Secure test material between test administration sessions.
- _____ Be available to answer questions as necessary.

AFTER TESTING:

- _____ Collect signed copy of *Principal's Nondisclosure and Test Administration Agreement* form. Place signed form in the "Special Handling Envelope."
- _____ Verify that boxes on page 2 of the Student Response Booklet have been completed, if applicable.
- _____ Confirm that no paper has been taped, pasted, stapled, or otherwise attached to the used Student Response Booklet.
- _____ Verify that each test administrator has properly coded their Class Identification Sheet and that all used Student Response Booklets (with the Class Identification Sheet on top) have been placed in a large white envelope labeled, "For return of used answer documents" (one envelope per test administrator). Class Roster reports will be generated based on the placement of the Class ID Sheet with the used Student Response Booklets in the envelope. Students will be linked to the teacher identified on the Class ID Sheet returned with the used Student Response Booklets.
Seal the envelopes.
- _____ Collect and inventory all secure test material (test booklets) from test administrators. Mathematics Reference Sheets are not secure and may be kept in the classroom and used as a reference tool.
- _____ Pack all large white envelopes labeled "For return of used answer documents," white envelopes labeled "For return of CRT-Alternate Student Test Materials," the "Special Handling" envelopes containing a signed *Principal's Nondisclosure and Test Administration Agreement* in the carton labeled "For Return of Used Answer Documents Only." Pack all other secure test material (used and unused test booklets) in the appropriate shipping box(es).
- _____ Return all test material in the appropriate box(es) to System Test Coordinators no later than **Friday, March 30, 2007**.

Structure and Format of the Test

The Montcas, Phase 2 Criterion-Referenced test (CRT) is a comprehensive assessment, covering a broad range of objectives in reading and mathematics at grades 3 through 8 and 10. Science assessment field tests were added in 2007 for grades 4, 8 and 10. Although the science assessment is a field test in 2007, it is mandatory for all Montana students enrolled in an accredited public or private school in grades 4, 8 and 10; however, students with significant disabilities and students requiring a Braille or large print test form are exempt from the science field test only!

The CRT is composed of two tests: reading and mathematics. Students will record answers to both tests in a single student response booklet, except grade 3 students who will record their answers directly in the test booklet. Directions for administering tests are given in the test administrator's manual. Students may underline words and/or use a highlighter in their test booklets. Scrap paper may be provided to students to assist them during test administration. All scrap paper must be shredded after each test session.

In the CRT, the pool of test items in each grade and subject area is divided into two categories. A portion of the assessment consists of common items, which appear in all forms of the test and are taken by all students. The remainder of the total pool of test items in a grade/subject area is divided among sixteen different forms of the test; each student completes one form. This is called field testing. The field test items provide more complete coverage of the curriculum framework objectives while reducing testing time. Student, school, system, and state results are based only on the common items.

The CRT includes the following kinds of items:

- multiple-choice items, which require students to select the correct answer from four possible responses;
- short-answer items (mathematics test only), which require students to write their answers; and
- constructed-response items, which require students to write a brief (half-page) response or show the solution to a problem. These items take approximately 8–10 minutes to answer.

About the Test

The CRT instruments may be quite different from other standardized tests you have administered. These differences include the following:

- The reading selections represent complete pieces. Some are much longer than the selections in traditional tests.
- The constructed-response and short-answer items included in the test require students to generate and explain their answers.
- Some mathematics sessions refer to a Mathematics Reference Sheet, which may include a punch-out ruler and formulas students may need to answer items. Mathematics Reference Sheets are not secure and may be used in the classroom after testing has been completed.

- Mathematics test sessions 1 & 2A are “Calculator” test sessions. The items in these test sessions assess students’ problem-solving skills. The computation burden for students will be reduced if calculators are used, permitting students to demonstrate their problem-solving skills more accurately. Computation skills are assessed in “No-Calculator” test sessions 2B & 3. We recommend that students use calculators that are familiar to them (their own or class calculators). This will ensure that students are comfortable during the test and not burdened by unfamiliar calculator functions.

Universal Test Design

The Criterion-Referenced Test (CRT) was developed and designed using the principles and concepts of “universal test design.” Universal test design ensures access to tests for all students by ensuring that test items assess the knowledge and skills in the most simple and straight-forward manner possible and the test format presents the items in the most uncomplicated way possible. The CRT is an untimed test, although there are suggested times and guidelines.

Test Security

Test coordinators and administrators are prohibited from disclosing the contents of the CRT assessments. Under no circumstances should test booklets or marked Student Response Booklets be circulated among faculty, administrators or other persons. Each test administrator must read and sign a *Nondisclosure Agreement* before test materials are distributed. School Test Coordinators should make the appropriate number of copies of the *Nondisclosure Agreement* forms and distribute the form during the pre-administration training session. The forms must be signed and placed on file with the school principal before materials are distributed for testing and before testing begins. In addition, a *Principal’s Nondisclosure Agreement and Test Administration Agreement* is being sent to each System Test Coordinator to distribute to the principals. This form includes two agreements, both of which must be signed. The form has a barcode label on it identifying the school. This form is to be returned to Measured Progress using the “Special Handling Envelope.”

Any concern about breaches in test security or noncompliance with test administration procedures must be reported immediately to the principal, System Test Coordinator, and State Assessment Director. All System Test Coordinators will receive *OPI Guidelines and Procedures for Test Security*. This OPI publication outlines reporting procedures and should be made available to system superintendents, principals, and test administrators.

Students to be Tested

- **ALL** classroom students enrolled in accredited public and private Montana schools in grades 3 through 8 and 10 are required to participate.
- Students who are eligible for the alternate assessment are not excluded from testing. They simply participate in the alternate assessment (CRT-Alternate).
- Students who have been identified as having Limited English Proficiency (LEP) must take the CRT. First year in the United States LEP students are required to participate in the math assessment only – they are excluded from this reading assessment. First year LEP students may

take the reading assessment; however, their scores will not be included in the calculation of averages. First year LEP students may instead take a language test selected by their school. Please send the results to Judy Snow, State Assessment Director, at OPI.

- Part-time students must be included in the CRT if they are enrolled in the district for 180 hours or more for the school year, and if they have not reached the age of 19. Part-time students enrolled less than 180 hours in a mathematics or a reading course may participate in the CRT but will not be included in the calculation of averages.
- Home-schooled students may participate in the CRT with parental consent. Home-schooled students must be tested in the local school during the regular testing period; they may not be tested at home. For schools with home schooled students participating in testing, the following are directions for completing the Student Response Booklet:

Page 1: Complete the following boxes: Student Name, School Code and State Student ID.

Page 2: Complete Section 1, "Student not enrolled..."

Complete Section 2, if applicable

- Students in private schools not accredited by the Montana Board of Public Education may participate in the CRT. For students in these schools participating in testing, the following are directions for completing the Student Response Booklet:

Page 1: Complete the following boxes: Student Name, School Code and Birth Date

Page 2: Complete Section 3: Gender, Ethnicity and Program Information

- All suspended students are expected to participate and will be counted in district and school reports.

Students absent during testing: The test administrator must keep a list of students absent during regularly scheduled test sessions. These students must be scheduled for makeup test sessions within the testing period (March 5–28). If a makeup test is not administered to students during the test administration window, the student will receive a scaled score of 200 (novice) and will be included in the school average. A used student response booklet must be completed for all students, including students who were absent during the entire testing window.

Large-print: Large-print test booklets are enlarged editions (using 18-point font) of the CRT test booklets. Students may write directly on the large-print test booklet. Test administrators are required to transfer the student's answers from the large-print test booklet to a student response booklet and code #28 in the appropriate boxes on page 2 of the student response booklet.

Braille: Montana will treat the Braille version of the CRT as a test accommodation. Test administrators are required to transfer the student's answers from the Braille test booklet to a student response booklet and code #27 in the appropriate boxes on page 2 of the student response booklet.

Students Eligible for Reporting Exclusions (from calculation of averages)

All public and private students enrolled in an accredited Montana school must participate; however, scores of students in the following categories will be excluded from the calculation of averages:

- Foreign exchange students **are required** to participate.
- Students not enrolled in an accredited Montana school (For example: home-schooled student) **may** participate.
- Students enrolled in a private accredited school **are required** to participate.
- Students enrolled in a private non-accredited school **may** participate.
- Students enrolled in a private non-accredited Title 1 school **may** participate.
- Students enrolled part-time (less than 180 hours) taking a mathematics or reading course **may** participate.
- First year in the United States LEP students **are required** to participate in the math assessment only; however, they may be excluded from the reading assessment.
- Test administrators must complete and submit a Student Response Booklet with the used Student Response booklets for **all** enrolled students whether they participated in testing or not.

SUMMARY OF ELIGIBILITY FOR REPORTING EXCLUSIONS

EXCLUDED FROM AVERAGES	MUST PARTICIPATE	MAY PARTICIPATE
Foreign Exchange Student	YES	
Students not enrolled in an accredited Montana school		YES
Students enrolled in a private accredited school	YES	
Students enrolled in a private non-accredited school		YES
Students enrolled in a private non-accredited Title I school		YES
Students enrolled part-time (less than 180 hrs.) taking a mathematics or reading course		YES
1 st year in United States LEP students may be excluded from reading assessment only. If they do not participate in the CRT reading assessment, they may instead take a language test selected by their school. Results must be sent to Judy Snow, State Assessment Director. They must participate in the CRT math test.	YES	

Determining How Students Will Participate in the CRT or CRT- ALT?

All students with special needs participate in the CRT assessment program either by taking the regular CRT or CRT-Alternate Assessment (CRT-ALT) if they meet the eligibility criteria. Students with special needs and LEP students are often given testing accommodations. All persons administering assessments to special education students should be familiar with the assessment guidance that is part of each student's IEP and with the allowed state assessment accommodations. Although testing accommodations often derive from the IEP, any student may be given testing accommodations as long as they parallel the accommodations used for that student routinely in daily instruction and assessments and do not invalidate the purpose of the test. For an accommodation to be considered routine, it should be part of the student's classroom work and assessment 2-3 months prior to testing.

Scores of students taking the CRT-Alternate Assessment are classified into the same four performance categories as students taking the regular CRT assessment. This allows the scores of alternately assessed students to be aggregated with the scores of other students for the performance classification of schools and districts under the No Child Left Behind Act.

OPI has established goals for the performance of children with challenging disabilities that are consistent, to the maximum extent appropriate, with the goals and standards for non-disabled children. Therefore, the CRT-Alternate Assessment is based on a subset of standards taken from the Reading and Mathematics Content Standards. The inclusion of students with disabilities in the assessment and accountability system is critical to ensure appropriate allocation of resources and learning opportunities for these students. The CRT-Alternate Assessment was designed for the less than one percent of the student population for whom traditional assessments, even with accommodations, would be an inappropriate measure of progress. Completion of the CRT-Alternate Assessment accomplishes the following results:

- ensures that students with significant challenges will be represented in school achievement data;
- provides multiple ways for the IEP team (including general and special education teachers, support services, families, and students) to measure progress on relevant student outcomes;
- encourages student choice and decision-making in learning as well as evaluation of student work;
- merges instructional and assessment activities; and
- builds support for meaningful participation in appropriate general education curriculum.

CRT Accommodations

2007 OPI Guidelines for Accommodations is provided to each system and school with an accompanying CD (PowerPoint). Both the Guidelines and PowerPoint are online <http://www.opi.mt.gov/Assessment/Phase2.html#Accom>.

Standard Accommodations

Standard accommodations are available to all students on the basis of individual need regardless of disability status. Decisions regarding standard accommodations should be made informally by the student's educational team on an individual basis, consistent with either previous accommodation decisions for the student or current educational needs. Making accommodations decisions on a group basis rather than on an individual basis is not permitted. Any accommodation(s) must be consistent with those used during the student's regular classroom instruction and assessment 2-3 months prior to testing.

Nonstandard accommodations

If a student uses an accommodation that results in an invalid score (aka, a nonstandard accommodation), the student is considered to be a non-participant when calculating the participation rate for AYP purposes. In addition to counting that student as a non-participant, the score from the assessment is not included in calculating the proficiency rate for AYP determinations.

- Nonstandard accommodations can only be provided for a student with disabilities if the accommodation(s) is specified in the student's IEP.
- If the student is administered the test with a nonstandard accommodation in the content area test (reading or math), the student will not be counted as a participant for AYP determinations in that content area. The nonstandard accommodation used must be coded in the appropriate box(es) on page two of the student response booklet (SRB). The student's results for that content area test (reading or math) **will not** be calculated in the averages for AYP determination.
- The Individuals with Disabilities Education Act (IDEA) requires that all students participate in the statewide assessment. This requirement applies whether or not the student takes the test with a nonstandard accommodation.

Options for Participation

Without Accommodations	With Standard Accommodations	With Nonstandard Accommodations	CRT-Alternate
<ul style="list-style-type: none"> • For students who do not require accommodations of any kind • Group setting • Untimed with guidelines 	<ul style="list-style-type: none"> • Available for any student (student with disabilities <u>as well as</u> student without disabilities) when an accommodation is necessary to allow the student to demonstrate his/her skills and competencies • Must be coded in the Student Response Booklet on Page 2 • May be given in either, or both, reading and math portions • Does not change intent/content of the test 	<ul style="list-style-type: none"> • For a student when specified in his/her IEP/504/LEP plan • Must be coded in the Student Response Booklet on Page 2 • May be given in either, or both, reading and math portions • <u>Changes</u> the intent/content of the test 	<ul style="list-style-type: none"> • For a student when specified in his/her IEP plan • For students who have a significant cognitive disability • Must be coded in the Student Response Booklet • Based on alternate achievement standards

Guidelines for Standard and Nonstandard Test Accommodations

Standard accommodations are changes in the routine conditions under which students take the criterion-referenced tests (CRT) that do not alter what is measured by the test. Standard accommodations for the CRT:

- Are available to students with IEP, 504, or LEP plans.
- Are available to all students if the accommodation(s) has been part of the student's classroom instruction and assessment 2-3 months prior to testing.
- Are determined on an individual basis, student by student, rather than for groups of students.
- Can involve changes in timing and scheduling, setting, how the test is presented, how the student responds to the test questions, and how the student's answers are recorded.
- Questions and Answers:
 - Q: All my students use graphical organizers. Can they use them during testing?
A: No. Accommodations are determined on an individual not a class basis and should not use materials regularly used in the classroom for instruction.
 - Q: I have math formulas on posters in the classroom. Should I cover or remove them during testing?

A: Yes, cover or remove them. Math reference sheets are provided for use during all CRT math tests. During testing, cover or remove any instructional materials such as graphic organizers or multiplication tables. In addition to the need for students to work independently, no student should have any form of assistance or material which other students do not have. The tests are standardized and the testing process is standardized. Any deviations from the process might compromise valid assumptions.

- Q: During test sessions, can teachers prompt students to check answers or write more?

A: No. Instead, before testing, encourage students to check answers and write complete responses.

- Q: Some of our students who are identified as gifted work very slowly on tests to make sure that they have not made any mistakes. What, if any, time limits should be placed on them?

A: It is important to remember that accommodations are available to all students IF they have been a regular part of the student's classroom routine prior to testing. Use the student's typical work pace as a guide when evaluating their need for extra time.

Use the accommodation codes on the following pages to clarify accommodations and to code on page 2 of the Student Response Booklet after testing. Coding #29 (standard accommodation) and #32 & 33 (nonstandard accommodation) for "Other" requires advance verification from OPI. Contact Judy Snow, State Assessment Director, in advance for verification. Contact information may be found on the inside cover of this manual.

Standard CRT Accommodations
(CODE ALL THAT APPLY AFTER TESTING)

Scheduling Accommodations	
1. Change in Administration Time:	Test is administered at a time of day or a day of the week based on student needs.
2. Session Duration:	Test is administered in appropriate blocks of time for individual student needs, followed by rest breaks.
*3. Extended Time:	Time is extended beyond the regular test administration allotments until, in the administrator's judgment, the student could no longer sustain the activity.
Setting Accommodations	
*4. Individual Administration:	Test was administered in a one to one situation.
*5. Small Group Administration:	Test was administered to a small group of students.
6. Reduce Distractors:	Student is seated at a carrel or other physical arrangement that reduces visual distraction.
*7. Alternative Setting:	Test is administered to the student in a different setting.
*8. Change in Personnel:	Test is administered by other personnel known to the student (e.g., LEP, Title I, special education teacher).
9. Home Setting:	Test is administered to the student by school personnel in their home.
*10. Front Row Seating:	A student is seated in front of the classroom when taking the test.
11. Teacher Presence:	A teacher faces the student during test administration.
Equipment Accommodations	
12. Magnification:	Student used equipment to magnify test materials.
13. Noise Buffers:	Student wears equipment to reduce environmental noises.
14. Template:	Student uses a template.
15. Amplification:	Student uses amplification equipment (e.g., hearing aid or auditory trainer) while taking test.
16. Writing Tools:	Student uses a typewriter or word processor (without activating spellchecker).
17. Voice Activation:	Student speaks response into computer equipped with voice activation software.

*18. **Bilingual Dictionary:** Student uses a bilingual dictionary (Note: Bilingual dictionary could include a simplified English dictionary or glossary, subject area vocabulary list).

Recording Accommodations

19. **Dictation:** The student dictates answers to a test administrator who records them in the Test Booklet.

20. **Writing Tools:** The student marks or writes answers with the assistance of a technology device or special equipment. The students' answers are transferred by the test administrator to the Test Booklet.

21. **Assistive Technology:** Another form of assistive technology routinely used by the student (that does not change the intent or content of the test) was used by the student.

Modality Accommodations

22. **Oral Presentation:** Tests were read to the student by the test administrator (with the exception of reading passages). Note: Readers must read test items/questions to the student word-for-word exactly as written. Readers may not clarify, elaborate, or provide assistance to the student regarding the meaning of words, intent of test questions, or responses to test items/questions.

*23. **Test Interpretation:** Tests, including directions, were interpreted for students who are deaf or hearing-impaired (with the exception of interpreting the reading test).

*24. **Test Directions with Verification:** An administrator gave test directions with verification (by using a highlighter) that the student understood them.

*25. **Test Directions Support:** An administrator assisted students in understanding test directions, including giving directions in native language.

26. **Not Available**

27. **Braille:** A Braille version of the test was used by the student.

28. **Large Print:** A large print version of the test was used by the student.

29. **Other:** With verification from OPI in advance of the testing window, some other approved accommodation was used by a student.

* Accommodation suggested as appropriate for Limited English Proficient (LEP) students

Nonstandard CRT Accommodations (for Students with an IEP)

Nonstandard accommodations are changes in the way testing is presented or in the way a student responds to test questions that may alter what the test measures. Teams should exercise caution in considering whether a student requires a nonstandard accommodation. Nonstandard accommodations are only available for a student with IEP/504/LEP plans.

- Students taking a nonstandard accommodation will not be counted as a participant and results for the content area test **will not** be calculated in averages for AYP. Test administrators will code the nonstandard accommodation on Page 2 of the student's response booklet.

THE FOLLOWING IS A PARTIAL LISTING, BY EXAMPLE, OF METHODS OF ADMINISTRATION THAT WOULD BE CONSIDERED TO BE NONSTANDARD.

Nonstandard Accommodations
30. Reading aloud the reading test to a student or the student uses text-reader software. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in reading who without the text being read, could not participate in this portion of the test.
31. Student uses a calculator, number chart, arithmetic table, or manipulatives on the no calculator sections of the mathematics test. A student for which this type of nonstandard accommodation might be used would be a student with a learning disability in mathematics who, without the use of a calculator, would not be able to perform any mathematics calculations or functions.
32. Other: With verification from OPI in advance of the testing window, some other approved accommodation was used by a student.
33. Other: With verification from OPI in advance of the testing window, some other approved accommodation was used by a student.

Instructions for System and School Test Coordinators

The assistance of test coordinators is vital to the success of the CRT program. Test coordinators help to ensure that testing proceeds smoothly, testing materials are properly accounted for, and responses are accurately analyzed. The quality of assessment data depends, in large part, on uniformity of test administration procedures. For this reason, the instructions given in this manual and in the Test Administrator's Manual must be followed closely by both test coordinators and test administrators.

System Test Coordinators

Before Testing

System Test Coordinators serve as the liaison between Measured Progress and local test administrators (teachers, in most cases).

System Test Coordinators' primary responsibilities include the following:

- serve as the school's contact person for Measured Progress;
- coordinate all test activities; and
- oversee the inventory, distribution, collection, and return of all test material.

Receipt and Inventory of Material

Test material will be delivered to System Test Coordinators via UPS (United Parcel Service). Please alert your staff and ask them to notify you when they accept delivery of the material. If you have not received test material by February 24th, immediately telephone the Montana Help Desk 1-888-792-2741.

- Each school in your system will be packed separately by grade. Schools will each have a box labeled "Open Me First-Administrative Material Enclosed." A Material Summary is located in this box. Complete the "Qty Received" and "Qty Returned" columns and return the list with test material at the end of testing. The System Test Coordinator is accountable for returning all secure test material received in the initial shipment and any additional material requests.
- Request additional material from Measured Progress's online ordering system at <http://iServices.measuredprogress.org>. At the welcome screen, select Montana from the dropdown menu and click "Enter;" then, select "Order Additional Material" from the left column. Follow the on-screen instructions to order additional material. To access your school's account, you will need your Measured Progress (MP) ship code, located on the first line of your Material Summary.

- Used Student Response Booklets (including the CRT-Alt Student Response Booklets in their envelopes and the *Principals Nondisclosure and Test Administration Agreement* are to be returned separately from all other material. Special pre-paid (2-day UPS), pre-labeled return shipping boxes marked “For the return of used answer documents” will be included with your shipment. These are for the return of used Student Response Booklets with a Class ID Sheet (one sheet per test administrator for class roster reports). This will expedite the return of the used Student Response Booklets to Measured Progress. All other material is to be returned in their original boxes using the UPS Return Service labels provided.

Affixed to each box is a pre-printed barcode label identifying the material for your system. The information on the label will expedite the tracking of returned material after testing, so please do not remove, destroy, or deface the label. Save the box(es) and the packing material in which test material were shipped, so that they can be reused when you return the test material to Measured Progress.

Each delivery will also include UPS Return Service (RS) labels for shipping boxes back to Measured Progress. You will receive the same number of RS labels as the number of boxes shipped to your school. If you use fewer boxes to return material, please include unused RS labels in one of the returned boxes.

A prompt inventory of test material will allow you time to order additional test material, if needed. Please immediately provide training for School Test Coordinators including Nondisclosure Agreements and then distribute their test materials.

Test Material Packed for Each School	
Item	Notes
Material Summary	Use this form to inventory material.
Test Administrator's Manual(s)	One manual per test administrator. Extra copies may be downloaded from OPI's website www.opi.mt.gov/assessment .
White plastic envelope(s) labeled "For Return of Used Answer Documents"	One envelope per test administrator.
White plastic envelope(s) labeled "Special Handling"	One per grade/school. For used Student Response Booklets needing special handling (voided, torn, or crumpled Student Response Booklets).
CRT-Alternate student "kit" for returning test material	One CRT-Alternate kit per student.
Pre-paid, pre-labeled return shipping boxes labeled "For Return of Used Answer Documents Only"	For return of used Student Response Booklets (answer documents) with class header sheets placed in white envelopes.
Class Packs of Test Booklets	<p>The number of test material included in each class pack is indicated on the front of the pack. There are 16 different forms of the test booklets. It is important to remember that the different forms of the test booklets have been mixed in the class packs so they will be distributed <u>randomly</u> to students. Testing material is to be distributed in the order in which they appear in the class pack.</p> <p>Mathematics Reference Sheets are located in the back of your class pack. These are generic and may be distributed to students during mathematics test sessions.</p>
Class packs of Student Response Booklets	The number of Student Response Booklets in each class pack is indicated on the front of the pack.
Class Identification (ID) Sheets	One form per test administrator. This form is to be completed by each test administrator after testing and returned with their used Student Response Booklets using the (one) envelope per class labeled "For return of used answer documents." Class Roster reports will be generated by the placement of Class ID Sheets with used student response booklets. If a Class ID Sheet is not included in the envelope with used Student Response Booklets, students will be reported under a grade/school heading.
Student Barcode Labels	Barcode labels were sorted and packed by school, grade, and alphabetically by student last name. Test administrators or test coordinators must place the barcode label on Page 1 of the Student Response Booklet (grade 3 students: place on test book cover) prior to the first test session.

Form: “Voided Barcode Labels”

If a student is no longer enrolled in your school, place the student’s barcode label on this form. **DO NOT** write directly on the barcode label (scanners cannot read barcode labels that have been changed). Please write a brief explanation as to why the barcode label was voided (example: student moved, duplicate label, label was smudged by student).

If you are missing any material indicated on the Material Summary, or if you need additional material, use Measured Progress’s online ordering system at <http://iservices.measuredprogress.org>. If you do not have internet access, please call the Montana Help Desk at 1-888-792-2741.



Ordering Additional Test Material

Only System Test Coordinators may order additional test material. An overage of test material will be shipped to each System Test Coordinator in a separate box labeled “System Test Coordinator: Administrative Envelope Enclosed.” Please store the additional test material in a secure location in the event a school should contact you to request additional test material before or during testing. Please be advised that 5% overage was also shipped to each school. By shipping extra test material to schools in advance of testing, it is our hope that this service will save you time and reduce the amount of requests for overnight test material deliveries.

If you need to order additional test material, go to <http://iServices.measuredprogress.org>. Select **Montana** and follow the on-screen instructions.

After Testing

Return of Material

All testing, including makeup sessions, must be completed no later than Wednesday, March 28, 2007, and all used student response booklets and envelopes labeled “For Return of CRT-Alternate Student Test Materials” must be shipped to Measured Progress no later than **Monday, April 2**, using the cartons marked “For Return of Used Answer Documents.” All other test material must be shipped to Measured Progress no later than **Friday, April 6**. A delay in returning used student response booklets will delay statewide results – we thank you in advance for your cooperation!

Make an inventory of all material before returning them using the Material Summary form. As you count material, check the appropriate spaces on the Material Summary. Pack material for return in the carton(s) in which you received them. **If there is room, you may pack all grade levels in one carton using colored paper to separate grade levels.**

School Test Coordinators

School Test Coordinators' activities include the following:

- developing training and testing schedules for your school;
- distributing copies of the Nondisclosure Agreement;
- distributing material;
- give your principal the *Principal's Nondisclosure and Test Administration Agreement* form
- familiarizing yourself with procedures detailed in the *Test Administrator's Manual* and meeting with teachers to discuss those procedures and answer questions;
- seeing that testing procedures are followed;
- handling test accommodations according to guidelines in this manual;
- determining what special programs, if any, you will want to code on the students' response booklets; and
- ensuring that test administrators administering the CRT-Alternate have transferred student scores from the CRT-Alternate Test Booklet to the Student Response Booklets.
- ensuring that test administrators administering the CRT-Alternate have placed barcode labels on the CRT-Alternate Test Booklet, Student Response Booklet (SRB), student evidence, and teacher recording sheets.
- ensuring that test administrators administering the CRT-Alternate have placed the above materials, the Class Identification Sheet, and the Material Replacement Form in the envelope labeled "For return of CRT-Alternate Student Test Materials." One envelope per student.

Before Testing

Scheduling Test Sessions

The test must be given to students between March 5 and March 28. Schedule the testing in your school early enough during this period to allow time for makeup testing, if needed. You must also schedule testing for any students who require test accommodations that cannot be made during the regular test sessions.

Although testing times are suggested as a minimum guideline, please remember that the CRT Assessments are not timed. These tests are performance assessments; therefore time limits should not be strictly enforced. Students should be allowed to continue as long as they are working productively. However, the amounts of testing time indicated in the charts below reflect time ranges most students should need to complete the assessment. If a student needs additional time beyond the suggested time range, move the student to a designated area. Schools should set aside a

separate classroom space on testing days to continue testing for any student who needs more than the scheduled time per session to finish his/her work. If additional classroom space is not available, schools may consider using the guidance office for this purpose. After the students who required additional time has completed their test, code the additional time as a standard test accommodation.

Announce ahead of time not during testing that if students complete a test session early, those students may go back and check work in that session of the test only or close the test booklets and sit quietly. Students may not work on any other session of the test. Plan an activity for students to do when they finish each session. Since some students will finish early, it is important for them to be quietly occupied so they will not disturb those students who require more time. The test sessions and estimated time to complete each session are shown in the charts below.

Recommended Testing Schedule

Grades 3 – 8 Recommended Mathematics Testing Schedule		
DAY 1 Mathematics	Calculators ARE allowed	Time Range (in minutes)
Session 1	Mathematics Session 1	45–55
	Break	
Session 2A	Mathematics Session 2A	20–30
DAY 2 Mathematics	Calculators are NOT allowed	
Session 2B	Mathematics Session 2B	20–30
	Break	
Session 3	Mathematics Session 3	45–55

Grades 3 – 8 Recommended Reading Testing Schedule		
DAY 1 Reading	Test Activity	Time Range (in minutes)
	General Instructions	5–10
Session 1	Reading Session 1	45–55
DAY 2 Reading		
Session 2	Reading Session 2	45–55
	Break	
Session 3	Reading Session 3	45–55

Grades 4, 8 & 10 Recommended Science Testing Schedule		
DAY 1 Science		Time Range (in minutes)
Session 1	Session 1	45–50
DAY 2 Science		
Session 2	Session 2	45–50

Grade 10 Recommended Reading Testing Schedule		
DAY 1 Reading	Test Activity	Time Range (in minutes)
	General Instructions	10–20
	Break	
Session 1	Reading Session 1	50–60
DAY 2 Reading		
Session 2	Reading Session 2	50–60
	Break	
Session 3	Reading Session 3	50–60

Grade 10 Recommended Mathematics Testing Schedule		
DAY 1 Mathematics	Calculators ARE allowed	Time Range (in minutes)
Session 1	Mathematics Session 1	50–60
	Break	
Session 2A	Mathematics Session 2A	20–30
DAY 2 Mathematics	Calculators are NOT allowed	
Session 2B	Mathematics Session 2B	20–30
	Break	
Session 3	Mathematics Session 3	50–60

Guidelines on Test Administration

- For scheduling purposes, each session must be treated as an intact unit. That is, once students start a session of the test, they must finish it within the session block; under no circumstances may they go back to complete or revise an earlier session once they have moved on to another session.
- Total testing time is approximately 4.5 hours (6.5 hours for grades 4, 8 & 10 with the addition of science). Scheduling the different test sessions over the course of at least three to four days is advised to minimize student fatigue and allow students to do their best work on the test. Test sessions may be scheduled to fit the overall school schedule. In math, the calculator sessions must be completed first, and then the calculators should be put away.
- It is recommended that the sessions be given in the order presented in the test booklet. However, a school may choose to alternate reading and math sessions as long as the calculator sessions are completed before the non-calculator sessions.
- The test should not be administered to several classes of students grouped in one large room, such as a cafeteria or an auditorium. The test is designed to assess a wide range of student abilities and to provide information to schools and districts about student performance. All students should be tested in surroundings that will provide them with the opportunity to do their best work on the assessment. In schools where students in several classes are being tested, each classroom of students should take the same test session simultaneously.
- Testing schedules should be arranged so students do not become fatigued. Especially for third and fourth-grade students, Measured Progress recommends that these students not be tested any longer than two hours in any one day, with at least a one-hour break between any of the two hours of testing. We recognize that this might not be possible or even the most convenient schedule for your students, but we urge you to space sessions appropriately.
- Be sure that the test administration sessions do not conflict with regularly scheduled daily activities, such as recess, snack breaks, and lunch. Sufficient time should be allowed for continuous administration of each test part.



Distributing Material and Briefing Test Administrators

As the School Test Coordinator, you should review the Test Administrator's Manual and become familiar with the information in that manual. Distribute a manual to each teacher who will be administering the test. After teachers have had an opportunity to read the manual, schedule a meeting to distribute material, to review testing procedures and schedules, and to answer any questions they may have about administering the assessment.

During the meeting of test administrators, distribute and review:

- student testing material—test booklets, response booklets and barcode labels;
- test security guidelines – all test administrators must read and sign the *Nondisclosure Agreement* prior to test administration. *Nondisclosure Agreements* should be filed with the school test principal.
- review where on page 1 of the Student Response Booklet (test booklet for grade 3 students) the barcode label is to be placed (shaded area labeled “Place Label Here”);
- Class Identification (ID) Sheets (one per class);
- extra #2 pencils for test administrators to lend to students who do not bring their own to the testing sessions;
- scrap/scratch paper; and
- information regarding accommodations on page 2 of the Students' Response Booklets when testing is complete, if applicable.

Please remind test administrators that there are sixteen test forms per grade and must be distributed (as packed) in random order. All sixteen test forms have the same set of common items (items previously field tested and used for scoring) but different field test items. This system of testing permits the release of common items each year. If needed, class packs of test booklets may be split to accommodate the number of students in any one testing group within a school if this accommodation is required.

Test administrators should be aware that their primary role is to encourage students to take the task seriously and do their best on the tests, to give clear directions to students, and to monitor student performance to see that directions are followed. Administrators may not comment on students'

work or help them in any way except when completing their student demographic information on the front cover of the Student Response Booklet or test booklet for grade 3 students.

Barcode Labels

Student barcode labels were included in school test material shipments. Please review the Summary of Barcode Information with your test administrators prior to test administration.

SUMMARY OF BARCODE AND CODING INFORMATION

Participants in the CRT and CRT-Alternate include the following types of schools:

- Public Schools
- Treatment Centers that are under contract with the Office of Public Instruction
- Private Accredited Schools
- Private Non-accredited Schools
- Schools that test students who are not enrolled such as home school students

The following table gives specific information about barcode labels and coding for each the above school type (see next 5 pages):

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/students without barcode labels	Column 4 Completing the SRB	Column 5 Students no longer enrolled
<p>Public All students need either a barcode label or state student ID on the SRB</p>	<ul style="list-style-type: none"> Barcode information is provided to Measured Progress by the OPI AIM system All students enrolled during the Dec/Jan collection should have a barcode label. Should a student not have a barcode label, refer to the directions in the next column. 	<ul style="list-style-type: none"> If a student <u>does not</u> have a barcode label and is enrolled in a public school, please contact the person at your school who is responsible for entering student data into the AIM system to provide you with a State Student ID number. Since there is no barcode label, the “State Student ID” box must be bubbled on page 1 of the Student Response Booklet (SRB). ALL students enrolled in a public school in Montana must have a State Student ID number on the used SRB returned to Measured Progress. <p>NOTE: State Student ID numbers are 9-digit numbers. Box E allows coding of up to 10-digits; therefore, please bubble a leading zero before the 9-digit State Student ID number. Only code the “State Student ID” box if you do not have a student barcode label.</p>	<p>Before testing, page 1</p> <ul style="list-style-type: none"> Affix student barcode label or if there is not a barcode label, bubble the State Student ID in the box on page 1 as directed in Column 3. <p>During testing, page 1</p> <ul style="list-style-type: none"> Students will code the “Form” box during testing. This is the only box required to be coded on page 1 if a barcode label was used or the “State Student ID” box is completed for new students without a barcode label. Students will be asked to write their name and teacher name in the appropriate box. Grade 10 students will be asked to code Vocational Educational Information as well. <p>After testing, page 2</p> <ul style="list-style-type: none"> Complete Sections 1 and 2, if applicable. Note that the last bubble in Section 1 is necessary to identify students who participated through the CRT-Alt. 	<p>Affix student barcode label to “Voided Barcode Label” form. Place form in “Special Handling” envelope.</p>

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/students without barcode labels	Column 4 Completing the SRB	Column 5 Students no longer enrolled
Residential Treatment Facilities All students need either a barcode label or state student ID on page 1 of the SRB	<ul style="list-style-type: none"> Barcode information is provided to Measured Progress by the OPI AIM system All students enrolled during the Dec/Jan collection should have a barcode label at their previous school. 	<ul style="list-style-type: none"> Request State Student ID from previous school If no State Student ID, contact Nicole Weissman, the OPI Student Records Manager, 406-444-3495 or nweissman@mt.gov Once you have the State Student ID, bubble student ID number in the box on page 1. NOTE: State Student ID numbers are 9-digit numbers. The box on page 1 allows coding of up to 10-digits; therefore, please bubble a leading zero before the 9-digit State Student ID number. Only code this box if you do not have a student barcode label. 	<p>Before testing, page 1</p> <ul style="list-style-type: none"> Affix student barcode label or if there is not a barcode label, bubble the State Student ID in the box on page 1 as directed in Column 3. <p>During testing, page 1</p> <ul style="list-style-type: none"> Students will code the “Form” box during testing. This is the only box required to be coded on page 1 if a barcode label was used or the “State Student ID” box is completed for new students without a barcode label. Students will be asked to write their name and teacher name in the appropriate box. Grade 10 students will be asked to code Vocational Educational Information as well. <p>After testing, page 2</p> <ul style="list-style-type: none"> Complete Sections 1 and 2, if applicable. Note that the last bubble in Section 1 is necessary to identify students who participated through the CRT-Alt. 	Affix student barcode label to “Voided Barcode Label” form. Place form in “Special Handling” envelope.

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/students without barcode labels	Column 4 Completing the SRB	Column 5 Students no longer enrolled
Private Accredited Schools All students need a barcode label	<ul style="list-style-type: none"> Barcode information was provided by the schools directly to Measured Progress. nhall@measuredprogress.org 888-792-2741 	<ul style="list-style-type: none"> Contact Nancy Hall at Measured Progress to register new students. nhall@measuredprogress.org 888-792-2741 	<p>Before testing, page 1</p> <ul style="list-style-type: none"> Affix student barcode label or if there is not a barcode label, bubble the State Student ID in the box on page 1 as directed in Column 3. <p>During testing, page 1</p> <ul style="list-style-type: none"> Students will code the “Form” box during testing. This is the only box required to be coded on page 1 if a barcode label was used or the “State Student ID” box is completed for new students without a barcode label. Students will be asked to write their name and teacher name in the appropriate box. Grade 10 students will be asked to code Vocational Educational Information as well. <p>After testing, page 2</p> <p>Complete Sections 1 and 2, if applicable. Note that the last bubble in Section 1 is necessary to identify students who participated through the CRT-Alt.</p>	<p>Affix student barcode label to “Voided Barcode Label” form. Place form in “Special Handling” envelope.</p>

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/students without barcode labels	Column 4 Completing the SRB	Column 5 Students no longer enrolled
Private Non-accredited Schools Students need complete coding as described in column 4.	NA	NA	<p>Before testing, page 1</p> <ul style="list-style-type: none"> • Complete “Student Name”, “School Code”, “Local Student Identification” and “Birth Date” boxes. <p>During testing, page 1</p> <ul style="list-style-type: none"> • Students will be asked to write their name and teacher name in the appropriate box. • Students will code the “Form” box. • Grade 10 students will be asked to code Vocational Educational Information as well, if applicable. <p>After testing, page 2</p> <ul style="list-style-type: none"> • Complete Section 3 • Information in “Gender”, “Ethnicity” and “Program Information” boxes is <u>optional</u> 	NA

Column 1 School type	Column 2 Students with barcode labels	Column 3 New students/students without barcode labels	Column 4 Completing the SRB	Column 5 Students no longer enrolled
Home-school Students Students need complete coding as described in column 4.			<p>Before testing, page 1</p> <ul style="list-style-type: none"> Complete “Student Name”, “School Code”, “Local Student Identification” and “Birth Date” boxes. <p>During testing, page 1</p> <ul style="list-style-type: none"> Students will be asked to write their name and teacher name in the appropriate box. Students will code the “Form” box. Grade 10 students will be asked to code Vocational Educational Information as well, if applicable. <p>After testing, page 2</p> <ul style="list-style-type: none"> Code Section 1 on page 2. The unlettered box with “Student enrolled” information is required. Section 3 (coding is optional). Code “Gender”, “Ethnicity” and “Program Information”. 	

*Code Box D: Vocational Education Concentration (Grade 10 Only), Before Testing

Test Administrators must prepare the following list either on a board or as a handout then follow the directions for student coding in the *Test Administrator's Manual*.

Codes for Areas of Vocational Concentration

A	Agriculture
B	Business
C	Marketing
D	Health Occupations
E	Family & Consumer Services
F	Technology
G	Trades & Industries
H	A blend of courses in 2 or more of the above.

During Testing

Be available to answer questions. System Test Coordinators may call Measured Progress at 1-888-792-2741 if you should have additional questions.

Arrange makeup testing for students who miss all or part of the test. All test sessions—original and makeup—must be scheduled between March 5 and March 28.

As test coordinator, you are responsible for assuring the security of material in the test. You must notify test administrators that test items are secure and must not be DISCUSSED, released, copied, or duplicated in any way. Using the current year's test material to familiarize students with test-taking strategies is a violation of test security and testing procedures.

After Testing

Collecting Test Material

After original test sessions and makeup sessions are completed, all used and unused test material must be returned to the School Test Coordinator. When materials are returned, check to see that:

- all test material, whether used or unused, has been returned by each test administrator;
- all test booklets for the assessment have been returned and counted;
- Student Response Booklets (Test Booklets for grade 3 students) have been completed accurately for each student, whether the student was fully tested, partially tested, or totally excluded from the test;
- the Student Response Booklets (Test Booklets for grade 3) are in good condition and are free of erasure bits, and that erasures have been made completely;
- be sure all accommodations and participation information are coded, if applicable;
- each test administrator has placed used Student Response Booklets behind a Class Identification Sheet into a large, white envelope labeled “For Return of Used Answer Documents Only.” Grade 3 test booklets should be arranged in the same order including CRT-Alternate Student Response Booklets, if applicable.
- used student response booklets (or grade 3 test booklets) that are frayed, torn, or in a condition that should be brought to our attention (for example: student had a nose bleed or was sick during testing, student used two student response booklets, one for math and one for reading due to an accommodation) must be returned to Measured Progress in the “**Special Handling**” envelope. Measured Progress program management staff will examine all items in the “Special Handling” envelope and hand-process the material requiring special attention;
- labels were appropriately placed on CRT-Alternate Test Booklets, student evidence, teacher recording sheets, Student Response Booklet (SRB), and white envelope labeled “For return of CRT-Alternate test material.”
- all scratch paper and other non-secure test material have been returned to you for shredding.
- Principals Agreement Form has been returned to you and is included in the package with the used Student Response Booklets.

Return all test material to the System Test Coordinator on or before Friday, March 30, 2007.

Packing Test Material

Used Student Response Booklets (and grade 3 test booklets) and envelopes labeled “For Return of CRT-Alternate Student Test Materials” are to be returned separately from all other material. Special pre-paid, pre-labeled return shipping boxes marked “For the Return of Used Answer Documents Only” were included with your shipment (See Table 1 on page 18.). These are for the return of used Student Response Booklets (and grade 3 test booklets) with a Class Identification form, which were placed in white plastic envelopes by test administrators, and other administrative forms. All other secure test materials are to be returned in their original boxes using the UPS Return Service labels provided.

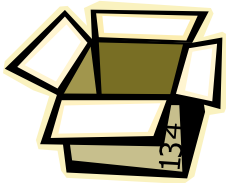


TABLE 1:
Carton Labeled “For the Return of Used Answer Documents”

PACKING ORDER FOR CARTON

Top of Carton
Material Summary Form
Sealed envelopes labeled “For Return of Used Answer Documents” containing used Student Response Booklets (CRT) and Grade 3 Test Booklets with Class Identification (ID) Sheets
Sealed white envelopes labeled “For Return of CRT-Alternate Student Test Materials”
Envelope(s) labeled “Special Handling” containing Student Response Booklets needing special handling; such as: booklets that were destroyed by a student, torn or frayed on edges, etc. and <i>Principal’s Nondisclosure and Test Administration Agreement</i>
Bottom of Carton

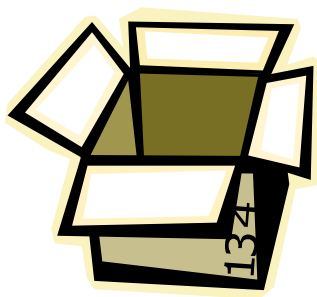


TABLE 2:
Cartons For Returning All Other Test Material

Packing Order for Each Carton

Top of Carton
Envelopes containing alternate assessment(s) manuals.
<p>Used and unused student test forms/booklets.</p> <p>Test forms/booklets are secure and must be returned to Measured Progress.</p> <p>Mathematics Reference Sheets are not secure and may be kept for use in the classroom.</p>
<p>Test Coordinator and Test Administrator Manuals (you may keep these manuals if you wish)</p>
Bottom of Carton*

* If your school needs more than one carton, assure that materials go into the multiple cartons following this sequence.

Reseal the carton(s) using heavy-duty packing tape. Cross out or tape over any old address labels, leaving the barcode label(s) untouched. Include in the first carton any extra UPS RS labels that you did not use.



Instructions for Using UPS Return Service

Step 1	Locate the UPS Return Service (RS) label for every box being returned. A single UPS label has been provided for each box you received. The preprinted label contains the system name, street address, city, state, and zip code at the top of the label.
Step 2	Adhere the UPS RS label to each box being returned. Place the label over the original label on the box.
Step 3	When your test materials are sealed and ready to be returned to Measured Progress, you will have to select <u>one</u> of the following options.

Arrangements for UPS pickup must be made no later than 11:00 AM, on Monday, March 26th. After this date, Measured Progress will send UPS out to all schools who have not scheduled a pickup on Monday, April 2nd. THIS IS A MANDATORY UPS PICKUP DAY FOR USED STUDENT RESPONSE BOOKLETS. A delay in returning used student response booklets will result in delayed reports statewide!

Option 1

You will need to request a UPS pickup online at <http://iServices.measuredprogress.org>. At the welcome screen, select your contract from the dropdown menu and click “Enter,” then select “UPS Pickup Request” from the left column. Follow the on-screen instructions to place a UPS pick up request. Requests for pick up made after 12 pm Mountain Standard Time (2:00 pm Eastern Standard Time) will require the pick up to be made on the second business day after the request is received. You will need the UPS tracking number (found on the UPS Return Service label) to enter your request. Only one tracking number is needed even if you have multiple boxes to return.

Option 2

You can contact UPS directly by calling 866-745-6447. You will need the UPS tracking number (found on the UPS Return Service label) to enter your request. Only one tracking number is needed even if you have multiple boxes to return.

If you have any questions regarding the return of material, contact the Montana Service Center toll free at 888-792-2741.



Glossary of Terms

Term	Definition
Academic Year (full)	Student entered on or before the official Fall enrollment count and remained continuously enrolled through the last day of the school's testing window. The school's testing window must be the same as, or fall within, the state testing window.
Accommodations	Special arrangements given to a student who is unable to take the assessment under normal circumstances.
Alternate Assessment	Process by which teachers collect information (performance event) that reflects the student's abilities; for the small percentage of students for whom accommodations to the regular assessment will not give results representative of those students' abilities.
Common items	A group of items that appear in all forms of the assessment in the same location across forms, to allow comparison of individual student performance, and most, if not all, of which are released with results for use in the classroom.
Constructed-response item	An item that requires more than one or two words for a response; also called an open-response item.
Criterion-referenced test	An assessment that compares a student's performance to a specific standard or standard of achievement established for an entire content domain or for a sub-domain.
Mathematics Reference Sheet	Usually a card-stock document that includes a ruler, formulas, and other information that students can use during the test administration to aid them in answering the questions.
Matrix (embedded) item	Items present only as trial items on test forms; similar to field-test items but without a separate test.

APPENDIX A: Guidelines for Use of Calculators



Mathematics test sessions 1 and 2A are “Calculator” test sessions. The items in these test sessions assess students’ problem-solving skills. The computation burden for students will be reduced if calculators are used, permitting students to demonstrate their problem-solving skills more accurately. Computation skills are assessed in “No-Calculator” test sessions 2B and 3.

“Calculator” test sessions 1 and 2A **must** be performed before “No-Calculator” test sessions. After completion of the “Calculator” test sessions, calculators should be put away.

Use of calculators in the Mathematics Sessions 2B and 3, constitutes a nonstandard accommodation, and must be specified in a student’s IEP/504/LEP plan. When calculators are used in such a case, the student’s score will be reported as a 200, NOVICE.

We recommend that students use calculators that are familiar to them (their own or class calculators). This will ensure that students are comfortable during the test and not burdened by unfamiliar calculator functions. (Test administrators may wish to have additional calculators on hand to loan to students, as needed.)

Although practice varies, the following calculator types are commonly used in grades 3 - 8 and 10; however the most important factor is a student’s familiarity with the calculator.

Grades 3-6: four-function calculator

Grade 7-8: scientific calculator

Grade 10: graphing calculator

APPENDIX B:
Student Response Booklet
(Pages 1 & 2)

MONTANA COMPREHENSIVE ASSESSMENT SYSTEM (MONTCAS, PHASE 2)

CRT AND CRT - ALTERNATE

SPRING 2007 GRADE 4

STUDENT RESPONSE BOOKLET



A STUDENT NAME																			
LAST NAME										FIRST NAME									
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

STUDENT NAME:
TEACHER NAME:

B SCHOOL CODE(Sc)			
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

C FORM (COVER OF TEST BOOKLET)																
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	

D LOCAL STUDENT IDENTIFICATION (Optional)									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

E STATE STUDENT IDENTIFICATION (Required)									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

F BIRTH DATE					
MONTH		DAY		YEAR	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

STUDENT ID LABEL

Complete page 1 only if there is no bar code label for the student.

VariableBarcode

Complete appropriate sections of this page after testing is complete.

Section 1: Required only for public schools and private schools accredited by the Montana Board of Education. **TO BE COMPLETED BY SCHOOL TEST COORDINATOR.**

G

- ☐ Student not enrolled (For example: homeschooled student)
- ☐ Former LEP (cannot be current LEP)
- ☐ Student enrolled less than 180 hours and taking a reading or mathematics course.
- ☐ Student not in school entire academic year
- ☐ Student not in district entire academic year
- ☐ Student participated through alternate assessment this year.

Section 2: Required only for public schools and private schools accredited by the Montana Board of Education. **TO BE COMPLETED BY THE TEST ADMINISTRATOR.**

H STANDARD ACCOMMODATIONS–READING

(Mark all that apply.)

- | | | | | |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 7 | <input type="radio"/> 13 | <input type="radio"/> 19 | <input type="radio"/> 25 |
| <input type="radio"/> 2 | <input type="radio"/> 8 | <input type="radio"/> 14 | <input type="radio"/> 20 | <input type="radio"/> 26 |
| <input type="radio"/> 3 | <input type="radio"/> 9 | <input type="radio"/> 15 | <input type="radio"/> 21 | <input type="radio"/> 27 |
| <input type="radio"/> 4 | <input type="radio"/> 10 | <input type="radio"/> 16 | <input type="radio"/> 22 | <input type="radio"/> 28 |
| <input type="radio"/> 5 | <input type="radio"/> 11 | <input type="radio"/> 17 | <input type="radio"/> 23 | <input type="radio"/> 29 |
| <input type="radio"/> 6 | <input type="radio"/> 12 | <input type="radio"/> 18 | <input type="radio"/> 24 | |

NON-STANDARD ACCOMMODATIONS

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 30 | <input type="radio"/> 31 | <input type="radio"/> 32 | <input type="radio"/> 33 |
|--------------------------|--------------------------|--------------------------|--------------------------|

I STANDARD ACCOMMODATIONS–MATHEMATICS

(Mark all that apply.)

- | | | | | |
|-------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 1 | <input type="radio"/> 7 | <input type="radio"/> 13 | <input type="radio"/> 19 | <input type="radio"/> 25 |
| <input type="radio"/> 2 | <input type="radio"/> 8 | <input type="radio"/> 14 | <input type="radio"/> 20 | <input type="radio"/> 26 |
| <input type="radio"/> 3 | <input type="radio"/> 9 | <input type="radio"/> 15 | <input type="radio"/> 21 | <input type="radio"/> 27 |
| <input type="radio"/> 4 | <input type="radio"/> 10 | <input type="radio"/> 16 | <input type="radio"/> 22 | <input type="radio"/> 28 |
| <input type="radio"/> 5 | <input type="radio"/> 11 | <input type="radio"/> 17 | <input type="radio"/> 23 | <input type="radio"/> 29 |
| <input type="radio"/> 6 | <input type="radio"/> 12 | <input type="radio"/> 18 | <input type="radio"/> 24 | |

NON-STANDARD ACCOMMODATIONS

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 30 | <input type="radio"/> 31 | <input type="radio"/> 32 | <input type="radio"/> 33 |
|--------------------------|--------------------------|--------------------------|--------------------------|

Section 3: Only for private schools not accredited by the Montana Board of Education.

- ☐ Student enrolled in a private non-accredited school
- ☐ Student enrolled in a private non-accredited Title 1 school

J GENDER

- ☐ Female ☐ Male

K ETHNICITY

(Mark only one.)

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Hispanic
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White

L PROGRAM INFORMATION

(Mark all that apply.)

- ☐ SE (student has an IEP)
- ☐ 504
- ☐ MG
- ☐ GT
- ☐ LEP/ELL (Cannot be former LEP)
- ☐ Former LEP (Cannot be current LEP)
- ☐ F/RL
- ☐ Significant Cognitive Disability (Student should participate through CRT-ALT)



APPENDIX C:

Locating State Student ID Numbers through the AIMS System

Barcode Labels and State Student ID Number for Public Schools

Test Coordinators should contact the person in their system who is responsible for entering student information into the AIM system. The system's authorized representative is responsible for the security of their student data and granting any access to the AIM system for district personnel.

Below is information for that person should there not be a barcode label for a student or students. Test coordinators, if you are not the person responsible for entering student information in the AIM system, please do not follow the directions below.

Step 1: Search to locate the student in the AIM system

1. Log in to the AIM system from the Achievement in Montana web page at: <http://www.opi.mt.gov/ITProjects/AIM.html>.
2. From the **Index**, select the **General** folder under the **Student Information** header. Select the **Search** tab. Choose **Student** from the drop down list.
3. Enter the student's **last name** in the search box and select **Go**. A list of students enrolled in your district that match the criteria will appear. Partial spellings or single letters may also be entered to search. You may enter the % sign or leave the box blank to obtain a listing of all students in your district.
4. Select the student. A **Summary** window appears. The student's state id # appears under the student's name at the top of the screen, and in the lower right of the **Person Information** window. The Person ID # in the top left of the Person Information window is *not* the state student id #.
5. Give the state student ID number for the student or students to the test coordinator to record on the Student Response Booklet (SRB).

Step 2: If the student is not in the AIM system.

1. The student will need to be enrolled in the AIM system.
2. Instructions (for locating state student id numbers and entering student enrollments) are available on the AIM web page at <http://www.opi.mt.gov/ITProjects/AIM.html> under the Training and Instructions tab.
3. Consult AIM training materials and contact information if further assistance is needed.
4. Give the state student ID number for the student or students to the test coordinator to record on the Student Response Booklet (SRB).